DOCUMENT RESUME

ED 176 751 IR 007 705

AUTHOR F tland, Monika
TITLE Women's Studies: A Bibliographic Essay.
PUB DATE 78
NOTE 39p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Books; History; Information Centers; *Information Sources; Periodicals; Professional Associations; Publishing Industry; Reference Materials; *Womens Studies

ABSTRACT

The essay section provides a definition and short history of women's studies and explores the implications in regard to the administration and teaching of such courses. The bibliography lists and annotates material useful for all levels of education. Information sources covered include government agencies and societies, reference sources (such as guides to the field, bibliographies, indexes, directories, data bases), books, journals, articles, and publishers. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176751

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WOMEN'S STUDIES

A Bibliographic Essay

by

Monika Kirtland

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Monika Kirtland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR007705

Table of Contents

Introduction to Women's Studies

History 1

Definition and Implications 4

Bibliography

I Societies 7

II Reference Sources

Guides to the Field 10

Bibliographies 12

Indexes and Abstracts 14

Encyclopedias, Handbooks, Dictionaries 15

Annuals 16

Directories 17

Histories 18

Biographical Sources 19

Geographical and Statistical Sources 20

Textbooks 21

Government Documents 22

Professional Periodicals 23

Serial Publications 23

Sources of Non-Print Material ...24

Reviewing Media 25

Data Bases 25

Clearing Houses 26

Sources of Unpublished Information 27

III Books 27

IV Journals 28

V Articles 30

VI Publishers 31

Source Notes 34

I

INTRODUCTION

Women's desire for social justice and hence for her own equality has been an integral part of every intellectual and social revolutionary movement in modern history. From the religious sectarian Anne Hutchinson to the feminist Betty Freidan women in the United States have tried passionately to achieve equal standing with men.

One important road toward this goal always has been education. But while in the past the issue was admission to schools, the emphasis in the last thirty years has shifted to methods and contents of teaching. Even girls' seminaries and women's colleges, Victoria Schuck argues, "merely imitated their male counterparts, thus perpetuating male patterns of thinking as regards study, research and political setup of schools."[1]

History

Three factors are primarily working for a possible innovation within the educational sector. The most important one is feminism,[2] "first as consciousness, then as ideology."[3] Another agent is the interdisciplinary approach to study and research, which facilitated for example American Studies in the 1950s and African Studies in the 1960s. Federal laws also support non-discriminatory attitudes towards teaching. The Education Amendment of 1972 (Title IX, Prohibition of Sex Discrimination) states that "no person shall on the basis of sex be excluded from participation in, denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."[4] The Education Amendment of 1974 (Title IV, Section 408, Women's Educational Equity Act) provides for grants

for the implementation of the law on all levels of education.[5]

Among the first to introduce a Women's Studies course in the United States were Marguerite J. Fischer and Eunice Hilton in 1950 at Syracuse University. But even thcugh such courses are taught widely now, they are by no means universally accepted and touch and go in many instances. The reasons for this are many: Women's Studies are generally not taught from the relative security of a department but as programs; faculty seem to resist intrusion of the feminists; elementary and high-school education impresses sexual stereotyping on children and thus reinforces a socialization process that works against women;[6] many women themselves criticize Women's Studies; students' conscious and unconscious needs are not well known.[7]

One can point in this case to an interesting historical parallel. In the 19th century male and female advocates for reform in women's education opposed the suffragettes on the ground that their militance would spoil all chances for success. Today's situation is not too dissimilar. A few years ago a Women's Studies proposal at Bryn Mawr failed to get approval from the dean, thus denying the institutional change that feminists feel to be a major function of the women's movement.

The research that has been conducted so far suggests that Women's Studies programs are more likely to succeed where two out of three powers (administration, students, faculty) demand it and where it is taught by committed feminists.[8] There is further evidence that Women's Studies courses are primarily offered on public college campuses, particularly in California and New York State, where there are more women faculty and fewer upper class and upper middle class students.[9]

Women's Studies grew out of feminism, where the emphasis is on sisterhood. Power is intentionally diffused. The raised consciousness of the individual woman defies leadership within the movement. Women's Studies owes its relative success to the many women who through teaching, research, testimony and planning have moved it into prominence. Sheila Tobias and Florence Howe are widely acknowledged as having done most to further the cause. To name more would discriminate against the legion of those deserving special recognition.

Sheila Tobias is Associate Provost at Wesleyan University, where she is also Women's Studies Program Coordinator. She teaches courses in women's history and the social roles of American women. Besides publishing widely (she edited the first guides to Women's Studies: "Female Studies"), she helped to organize a search and referral employment service for academic women in New England. She is past president of the Professional Women's Caucus and a member of the Association of American Colleges' Project on Women.

Florence Howe is Professor of Humanities at the State University of New York - Old Westbury College. She coordinates and advises on Women's Studies programs for all levels of education. She assists government agencies and university administrators. She is director of the Center to Counter Sex Bias in Elementary and Secondary Schools. She founded the Feminist Press and is a prolific writer.

Definition and Implications

The reforms in women's education of the last 150 years have not resulted in undoing the Rousseau model of a subordinate, dependent Sophie and have therefore not led to true equality. A different approach is now being tried to educate women as to their history, to motivate and encourage them to participate in all ways of life, and to encourage intellectual and personal autonomy.

Theoretically, Women's Studies looks at every area of study from a woman's point of view. In practice, however, mainly the humanities, the social sciences and law courses have realized this approach to any extent. The ultimate goal is the search for definitive findings, and these can only be obtained if the quantitative examination of the premises leads to or is complimented by philosophical reasoning, that is, by conceptualization. Thus Women's Studies can arrive at new concepts of human nature and at the discovery of new knowledge. Poet Adrienne Rich has described Women's Studies as an "alternate mode of thinking ... not an appendage to the real curriculum but a questioning of the nature of knowledge itself."[10] Women's Studies, then, tries nothing less than to break the old established patterns of research and to question the "distortions and omissions in the form as well as the content of traditional disciplines."[11]

In content, Women's Studies is not limited to any one discipline, although contributions made by women in one field are frequently studied. Every course should cover research, methodology and the raising of questions. The exploration of one subject in different fields and from different points of view leads to comparison and evaluation of facts and therefore to a deeper realization of the findings. The result is a more comprehensive

and refined picture of the subject studied. At the same time the borderlines of the individual disciplines become apparent, exposing what lies between the disciplines.

There are two aspects that are unique to this type of interdisciplinary study. One is the commitment "to change and to the idea that learning is only the first step to doing."[12] The other is the collective process. Sarah Schramm sees it as the result of Women's Studies' "dual dimensionality, its focus on both the intellectual and the affective."[13] Collective behavior is "the conscious attempt to create structures and procedures better suited to women's needs" and a better way of dealing with "institutions, disciplines and processes of thought which in the past ignored matters of utmost concern to women."[14]

The following options present themselves to advance these aims:

1) The establishment of a Women's Studies department, which has the advantage of relative job security for the teachers, but which is generally not considered a good idea, because it separates the department from the very interaction it seeks with other disciplines.

2) A Women's Studies program, loosely structured and taught by faculty from different departments, creates interaction of ideas and enables students to major in women's studies. It is, however, just this informal set-up which endangers its very existence. If cuts are made, such informal programs are the first ones to go or to be absorbed elsewhere.

3) Individual Women's Studies courses can be taught by one teacher, who, however, must be proficient in at least two disciplines. In order to widen the scope of the course, role models are often brought in to lecture.[15] This type of course needs the support of the sponsoring department and lacks the coherence of an officially established program.

Consideration has also been given to the most favorable environment for Women's Studies. Sarah Hoagland argues that they should be taught preferably in coeducational settings "to facilitate exchange between equals", while women's colleges endorse protection and so encourage dependency, thus perpetuating the status quo.[16] However, studies analyzing the greater ability of women to realize their potential in women's colleges support the view that Women's Studies is the scholarly conviction of those teaching, reflected in the subject taught and how it is taught without the need of a special program or course.

The question of how to set up Women's Studies is especially important when one considers the future. Ellen Boneparth sees two possibilities: "If the ultimate goal of Women's Studies is to self-destruct, then increasing emphasis should be placed on developing materials and courses which integrate Women's Studies into traditional fields. If, on the other hand, the goal is to be established permanently on the campus, Women's Studies programs must move toward undergraduate majors and full-scale graduate programs."[17] The difference between the two choices is one of success or established failure.

II

BIBLIOGRAPHY

Women's Studies intends to affect the curriculum and to bring about unbiased education and research. Ultimately it should result in increased leadership of women. In assembling this bibliography, I attempted to focus narrowly on its impact on teaching and research. Less is written about the elementary and high school level, and so higher education receives sharper exposure. In the context of this paper Women's Studies is not (although it often can hardly be separated from): women's history, women's professional status in education, education as an aid to professional advancement, and Women's Studies as applied to individual fields of study, e.g. art, political science. Women's Studies even cannot be equated with education for women in the traditional sense, since the concept is so radically new.

I Societies

Governmental and private groups provide the push necessary to even begin to alter the mode of thinking in, and the administration of, education. Education associations, like the American Association of University Women, the Association of American Colleges - Project of the Status and Education of Women, the National Education Association - Women's Caucus, tend to work within the traditional framework for status and educational opportunities, which is outside the scope of this paper.

The women's groups within the individual disciplines, however, stress the importance of women-related study and research. The MLA, the American Historical Society, all societies in the humanistic and social science sector, and beyond, have Women's Studies groups.

Government agencies disseminate information regarding the implementation of laws and the distribution of funds. They are slow and often satisfied with token compliance.

(National) Advisory Council on Women's Educational Programs

1832 M St. NW - Suite 821

Washington, D.C. 20036 tel.: 202 653-5846

The Council was established by the Women's Educational Equity Act of 1974 to assist and advise the Assistant Secretary of Education. It addresses itself to strengthening existing laws and to administering WEEA grants to conduct studies. It publishes an annual report and other material assessing the present situation.

Women's Educational Equity Communications Network

Washington, D.C. 20202

This information service is part of the Office of Education. Its purpose is to provide educators, researchers and practitioners, and the public, including parents, concerned citizens, and students, with information about work completed or already in progress with respect to women's educational equity. This includes instructional and training materials, descriptions of educational curricula and programs, evaluative studies of these products and programs, and supporting data, research and other information.

Dept. of Health, Education and Welfare, Office of Education, Office of Women's Programs Staff

400 Maryland Ave SW

Washington, D.C. 20202 tel.: 202 245 2181

This agency assesses the impact of Office of Education programs on women and makes recommendations to the Commissioner of Education, makes grants and lets contracts to individuals and groups studying issues related to edu-

national equity for women and maintains liaison with national women's organizations.

Center to Counter Sex Bias in Elementary and Secondary Schools
1307 M St. NW
Washington, D.C. 20036 tel.: 202 833 6900

The Center supplies technical assistance for the implementation of legislation concerning descrimination against women in educational institutions. It aims to change the educational patterns during the early school years by heightening interest in the efforts of sex-role stereotyping in such areas as textbooks, curricula and counseling.

Senate Human Resources Committee, Subcommittee on Education, Arts and Humanities
SDOB 20510
Washington, D.C. 20036 tel.: 202 224 7666

This committee has jurisdiction over legislation barring discrimination in education, including the Women's Educational Equity Act of 1978.

Private associations have the commitment of their members and closer grass root connections.

National Foundation for the Improvement of Education, Resource Center on Sexroles in Education
1201 16 St. NW
Washington, D.C. 20036 tel.: 202 833 5426

A non-profit foundation, funded by other foundations, the Resource Center maintains a clearinghouse on sex-role stereotyping in education, assists in developing new curricula and teaching materials, and participates in workshops and teacher training programs.

re: Reference Sources

GUIDES TO THE FIELD

McKee, Kathleen.
Women's Studies: A Guide to Reference Sources.
Bibliography Series, no.6.
Storrs, Conn.: University of Connecticut Library, 1977.

I came upon this item after typing the whole paper. I have not seen the book, but know the U. of Conn. Library to have published other bibliographical material on Women's Studies. In any case, it seems important enough to add in order to make this paper complete as well as up-to-date.

National Women's Studies Association
University of Maryland
College Park, MD 20742 tel.: 301 454 3757

Founded in 1977 to further the social, political and professional development of Women's Studies throughout the country, at every educational level and in every educational setting, the NWSA has twelve regional associations which hold conferences and disseminate information. It publishes the Women's Studies Newsletter.

National Coalition for Research on Women's Education and Development, Inc.
3 James St.
Cambridge, Mass. 02138

The National Coalition, to which prestigious institutions belong, shares with member colleges and universities research data about women's educational needs and attempts to act upon the findings through institutional cooperation.

National Committee to Promote Women's Studies
3747 Huntington St. NW
Washington, D.C. 20007 tel.: 202 966 6997

The Committee was originally an appendage to NOW's Educational Taskforce but is now independent. I was unable to find out more about it.

II Reference Sources

GUIDES TO THE FIELD

Association of American Colleges, Project on the Status and Education of Women.
Women in the Curriculum.
Washington, D.C.: Association of American Colleges, 1977.

Robinson, Lora H.

Women's Studies: Courses and Programs for Higher Education.

ERIC Higher Education Research Report, 1973, no. 1.

Washington, D.C.: American Association for Higher Education, 1973.

U.S. Dept. of Health, Education and Welfare, National Project on Women in Education.

Taking Sexism out of Education.

HEW Publication (OE) 77-01017.

Washington, D.C.: Dept. of Health, Education and Welfare, 1978.

Female Studies.

Old Westbury, N.Y.: The Feminist Press, 1970-

Ahlum, Carol and Jacqueline Fralley.

High School Feminist Studies.

Old Westbury, N.Y.: The Feminist Press, 1976.

U.S. Dept. of Health, Education and Welfare, Education Division.

Focus on Women: A Guide to Programs and Research in the Education Division.

Washington, D.C.: Dept. of Health, Education and Welfare, Education Division, [1975?]

McCune, Shirley D.

"Women's Studies and Teacher Education: Actuality and Potential."

Journal of Teacher Education 26 (1975): 340-44.

The first three books are comprehensive state-of-the-arts reports. "Women in the Curriculum" covers the history of Women's Studies, types of programs and courses available, factors in establishing a program, teaching techniques, effects of Women's Studies on students and women resource centers as a community outreach effort. Robinson provides a background for Women's Studies and traces the development of relevant programs on thirty-

two campuses as of December 1972. "Taking Sexism out of Education" explores the depth and scope of sexrole concerns confronting education today.

The other citations are listings of courses and research projects. Basic are "Female Studies". Unfortunately, they are not always up-to-date. The last comprehensive list of college level courses was published in 1974 in "Who's Who and Where..." (see Directories). The last two publications in the "Female Studies" series are: "IX Teaching About Women in the Foreign Languages", and "X Student Work / Learning to Speak". "High School Feminist Studies" contains the work of some twenty-five of the nation's pioneers in high school feminist studies. "Focus on Women" specializes in research and demonstration projects, among them educational needs of women. McCune describes ways of integrating Women's Studies with teacher education courses and lists Women's Studies courses in schools of education by state.

BIBLIOGRAPHY

Krichmar, Albert, Virginia Carlson Smith and Ann E. Wiederrect.

The Women's Movement in the Seventies: An International English Language Bibliography.

Metuchen, N.J., London: Scarecrow Press, 1977.

Women's Work and Women's Studies, 1971-

New York, N.Y.: Barnard College Women's Center, 1971-

Froschl, Merle and Jane Williamson.

Feminist Resources for Schools and Colleges: A Guide to Curricular Materials.

Old Westbury, N.Y.: Feminist Press, 1977.

Froschl, Merle, Florence Howe and Sharon Kaylen.

Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials.

Old Westbury, N.Y.: Feminist Press, 1975.

U.S. Dept. of Health, Education and Welfare, Office of Education, Women's Educational Equity Communications Network.

Resources in Women's Educational Equity: Non-Print Media and Materials.

Washington, D.C.: Dept. of Health, Education and Welfare, Office of Education, 1978.

Mediacenter, 1975-

New York, N.Y.:Baker and Taylor, 1975-

Each bibliography of predominantly printed material has a slightly different audience. Krichmar's partially annotated work is directed at the scholar and librarian. It has an excellent reference section and includes Ph.D. dissertations, pamphlets, research reports, periodical articles and government documents. The annual "Women's Work and Women's Studies" records under the heading Women's Studies various types of literature regarding the teaching of Women's Studies as well as feminist scholarly work. The latest issue, however, is dated 1973-74. The Froschl-Williamson guide is a comprehensive, annotated bibliography for teachers and students, preschool through higher education. Designed to start Women's Studies programs in grade and high schools, "Women's Studies for Teachers and Administrators" has four components: A cassette containing speeches of feminist educators, course syllabi, curriculum material, and a descriptive list of key resource groups.

While the two Froschl books also list audio-visual material, the last two citations specialize in them. "Non-Print Media" lists all types of non-print documents and has an audience type index. It is concerned with teaching preprimary through adults and with

teacher training. "Mediacenter" has annotated listings of current a/v material. The first issue (May 1975) contains excellent articles on, and recommendations for, Women's Studies and sexism in education.

INDEXES AND ABSTRACTS

Women Studies Abstracts, vol.1-

Rush, N.Y.: Rush Publishing Co., 1972- (quarterly)

U.S. Office of Education, Women's Educational Equity Communications Network.

Resources in Women's Educational Equity: Abstracts and Citations for the Year, 1976-

Washington, D.C.: Dept. of Health, Education and Welfare, Office of Education, 1977-

Index to United States Government Periodicals.

Chicago, Ill.: Infordata International Inc., 1974- (quarterly with annual cumulations)

Education Index.

New York, N.Y.: Wilson Co., 1929- (monthly with yearly and five year cumulations)

Alternative Press Index, vol. 1-

Toronto: Alternative Press Centre, 1969- (quarterly)

Women's Studies has been treated attentively in abstracting and indexing services for every type of periodical literature. Yet one has to bear in mind that the subject term was rarely used before 1976, when it became a Library of Congress Subject Heading. Before this date any combination of curriculum, education, feminism or feminist, pedagogy, teacher, teaching, textbook, students, woman, women, and type of school might be used.

"Women Studies Abstracts" is the only private service to index and abstract exclusively women related documents. It includes book reviews and bibliographies and searches literature not covered by the Wilson and government indexes. Women's Studies is used as a subject term. "Abstracts and Citations" selects abstracts from other A and I services, e.g. Agricola, ABI/Inform, Medlars, etc. It has increased their number in vol. 2 to include A and I publications which are not particularly women or education directed, like PAIS. A satisfying number of listings can be found in the "Index to Government Periodicals" under Women - education and Education - women. The Wilson publication provides access to readily available publications under the term Women's Studies, while the "Alternative Press Index" covers the underground and lesser known periodicals.

ENCYCLOPEDIAS, HANDBOOKS, DICTIONARIES

Ebel, Robert L., ed.
Encyclopedia of Educational Research. 4th ed.
New York, N.Y.: McMillan, 1969.

Goodman, Steven E., comp.
Handbook on Contemporary Education.
New York, London: Bowker, 1976.

Page, C. Terry, J. B. Thomas and A. R. Marshall.
International Dictionary of Education.
London: Kogan Page; New York: Nichols Publ. Co., 1977.

Theodorson, George A. and Achilles G. Theodorson.
Modern Dictionary of Sociology.
New York, N.Y.: Crowell, 1969.

None of the above reference works deals exclusively with Women's Studies, yet all are potentially important.

Judging from the entry under Education of Women in the "Encyclopedia of Educational Research", a new edition might very well devote space to the more specific term Women's Studies. The "Handbook of Contemporary Education" reprinted not only Lora H. Robinson's survey of the field but also "Female Studies VII, Going Strong: New Courses, New Programs". The "International Dictionary of Education" and the "Modern Dictionary of Sociology" are helpful for terminology.

ANNUALS

U.S. Dept. of Health, Education and Welfare, Office of Education.

Women's Educational Equity Act: Annual Report, 1976- Washington, D.C.: Dept. of Health, Education and Welfare, Office of Education, 1977-

United States. Advisory Council on Women's Education Programs.

Advisory Council on Women's Educational Programs: Annual Report, 1975-

Washington, D.C.: Advisory Council on Women's Educational Programs, 1976-

Both annuals constitute a public accounting of the agency's activities. WEEA's major charge is to develop bias-free program models and materials. It's annual includes tables reporting on grant amounts and distribution by region, type of applicant, population target, program categories, etc. The Advisory Council's annual reports on advancements of educational equity for women in federally-assisted programs, on what concerns and needs still must be incorporated into educational programs, and relates these factors also to minority women.

Other annual publications are catalogs to undergraduate

and graduate schools, which are sometimes limited to special fields. For example: Goddard-Cambridge publishes annually its "Graduate Program in Social Change". For 1978 it listed fifteen pages of feminist studies; Barnard College brings out "Women's Center : Introduction to Center and Courses".

DIRECTORIES

Berkowitz, Tamar, Jean Mangi and Jane Williamson, eds.
Who's Who and Where in Women's Studies.
Old Westbury, N.Y.: The Feminist Press, 1974.

Barrer, Myra E., ed.
Women's Organisations and Leaders Directory, 1975-76. 1st internat. ed.
National Professional Directory Series.
Washington, D.C.: Today Publications and News Service Inc., 1975.

Adams, Edith L., comp.
Where to Find Foundation Money for Women's Projects: A Directory to Who's Giving Money to Women's Projects.
Yonkers, N.Y.: Independent Women's Press, 1977.

Although the first two directories are out-of-date they are the only ones in the market. The "Who's Who" lists courses taught where and by whom (male and female) as of 1974. "Women's Organisations" has a sizeable entry under Women's Studies with short biographical data, but is neither comprehensive nor current. The foundation guide is conveniently arranged by subject.

HISTORIES

Schuck, Victoria.

"Sexism and Scholarship: A Brief Overview of Women, Academia and the Disciplines."

Social Science Quarterly 55 (1974): 563-85.

Astin, Helen S. and Allison Parelman.

"Women's Studies in American Colleges and Universities."

International Social Sciences Journal 25 (1973): 389-400.

Howe, Florence.

Seven Years Later: Women's Studies Programs in 1976.

Washington, D.C.: National Advisory Council on Women's Educational Programs, 1977.

Zangrando, Joanna S.

"Women's Studies in the United States: Approaching Reality."

American Studies International 14 (1975): 15-36.

The definitive history of Women's Studies has not and could not have been written yet. In reviewing the history of women's education and of the Women's Rights Movement, Schuck sees Women's Studies in the larger context of redefining woman. Astin and Parelman offer a historical survey which concludes that programs such as Women's Studies are forcing a reexamination of conventionally defined "academic" knowledge. Florence Howe's book is a thoughtful account of the history of Women's Studies up to now, but she neglects the early years (1950-1970) when individual women teachers struggled in isolation. She suggests that Women's Studies is now in phase two, involving administration, curriculum and some organized degree-granting program. She develops initiatives to strengthen the status of

Women's Studies. Zaffando's bibliographic essay is sketchy but touches on the historic implications of Women's Studies.

BIOGRAPHICAL SOURCES

In looking for biographical information about women who advocate and teach Women's Studies, one runs into several difficulties: the sources are out-of-date, or they give little information, or they list few of the women important to the movement, or they appear infrequently or at too long intervals. There is a variety of approaches one can take: one can try the administrative and/or government personnel directories; one can check the professional, including the educational, biographical sources; one can also investigate women's "Who's Whos".

The reference books listed under directories do not give any pertinent biographical data. The "National Faculty Directory" gives only addresses at place of employment. The "Directory of American Scholars", 6. ed., on the other hand, gives short vitae. Both cite only few of the women who were instrumental in furthering Women's Studies. "American Men and Women of Science" has the best information in regard to professional achievement and research but, again, does not contain too many Women's Studies people. The individual professional associations are the best resources for mere names. Not much valid information is given, though. As examples may serve: "Biographical Directory of the American Political Science Association" and "American Psychological Association Directory".

The "Who's Who of American Education"'s latest edition in 1968. The last "Who's Who in American College and University Administration" was published for 1970/71.

Some are listed in "Who's Who of American Women", 10th edition. Although a number of prominent women work for government agencies, hardly any of them is listed in "Who's Who in Government".

GEOGRAPHICAL AND STATISTICAL SOURCES

National Center for Educational Statistics.
Digest of Education Statistics.
Washington, D.C.: Dept. of Health, Education and Welfare, Office of Education, 1962-

There are no maps dealing with the subject at hand. Education statistics rarely count subjects taught, and interdisciplinary programs are even harder to catch and to translate into numbers. Percentage of "women in ..." is also not helpful, because it does not indicate those women's attitude toward Women's Studies. A new mode of thinking really cannot be expressed in figures.

Closest to a meaningful statistical representation comes the "Annual Report of the WWEA", cited under Annuals. The "Digest of Educational Statistics" lists, besides the usual employment, status, enrollment, etc. of women, Women's Educational Equity expenditures for instructional material and equipment. Under "degrees conferred" statistics can be found for American Indian Cultural Studies and for Afro-American Studies. Why is an entry for Women's Studies missing? One should also cite the "American Statistics Index" as a possible finding tool, not because one can locate anything now, but because it might prove valuable should Women's Studies become part of the established educational system.

TEXTBOOKS

Westervelt, Esther Manning.

Barriers to Women's Participation in Post Secondary Education: A Review of Research and Commentary as of 1973-4.

Sponsored Reports Series: NCES 75-407.

Washington, D.C.: National Center for Education Statistics, 1975.

McLure, Gail Thomas and John W. McLure.

Women's Studies.

Development in Classroom Instruction Series.

Washington, D.C.: National Education Association, 1977.

Bunch, Charlotte, ed.

Not by Degrees: Essays in Feminist Education.

New York, N.Y.: Daughters, Inc., 1978.

Watson, Barbara Bellow, ed.

Women's Studies: The Social Realities.

New York, London: Harper's College Press, 1976.

Blumhagen, Kathleen O'Connor and Walter D. Johnson.

Women's Studies: An Interdisciplinary Collection.

Contributions in Women's Studies, no. 2.

Westport, Conn.: Greenwood Press, 1978.

Two types of textbooks can be distinguished: those that suggest attitudes and techniques for the teacher and those that are basic reading material for the student. Westervelt finds barriers for women to be a function of institutional, social, individual and developmental praxis and sees the first type most readily accessible to modification at this time. The McLures present a new model for achieving psychological androgyny which aids educators in designing and planning curricula on Women's Studies and in making the changes

needed to eliminate sex role stereotyping. The focus is on K-12 as a time when concepts are formed. Of the last three books, "Not by Degrees" explores philosophical arguments for Women's Studies. Watson and Plumbagen offer basic readings in the field. Relevant material from various disciplines is related to each other to achieve a balance between concepts and information.

GOVERNMENT DOCUMENTS

U.S., Congress, House, Committee on Education and Labor, Subcommittee on Equal Opportunities. Hearings, Women's Educational Equity Act. 93rd Congress, Session on HR 208, pt. 1, July 25/26 and Sept. 12/13, 1973.

Washington, D.C.: Committee on Education and Labor, 1973.

U.S., Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Education. Hearings, on S 2518, Women's Educational Equity Act of 1973, 93rd Congress, 1st Session, Oct. 17 and Nov. 9, 1973.

Washington, D.C.: Committee on Labor and Public Welfare, 1973.

National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education.

Implementing Title IX: A Sample Workshop/ Shirley McCune [et al.]

Washington, D.C.: Dept. of Health, Education and Welfare, Office of Education, 1977.

United States. Advisory Council on Women's Educational Programs.

The Unenforced Law: Title IX Activity by Federal Agencies other than Health, Education and Welfare/ Nancy F. Dallos.

Washington, D.C.: Dept. of Health Education and Welfare, 1978

An excellent background for the enactment of the WEEA is available in the prints of the hearings before the relevant subcommittees. Politicians, feminists and educators from throughout the United States testified to

the necessity for women's multidimensional equality. "Implementing Title IX" provides samples of how to put federal antidiscrimination laws and regulations into practice. Showing the deductions of Title IX for a variety of government agencies, Balles proves what feminists have said all along: education is only the beginning to social justice.

PROFESSIONAL PERIODICALS

The education periodicals - "Journal of Teacher Education", "Chronicle of Higher Education", "Audiovisual Instruction", e.g. - all carry occasional articles on Women's Studies. The journals of the individual disciplines tend to publish more comprehensive and evaluative articles. Several have devoted whole issues to the subject, e.g. "Social Science Quarterly", "College English". Then there are those periodicals which center on female-oriented research, for example, "Feminist Art Journal", "Psychology of Women". One should also not forget the annual reports of the professional associations which incorporate conferences, papers and publications of the women's caucus within the profession, e.g. American Historical Association, MLA.

SERIAL PUBLICATIONS

Female Studies.
Old Westbury, N.Y.: The Feminist Press, 1970-

Contributions in Women's Studies.
Westport, Conn.: Greenwood Press, 1978-

University of Michigan Papers in Women's Studies.
Ann Arbor: University of Michigan Women's Studies Program, 1974-

The serial publications noted above investigate Women's Studies for students, teachers and administrators. "Female Studies" is committed to exploring a variety of ways of teaching it. The series consists of bibliographic essays, course listings and reading lists. The numbering of the series is confusing. It seems to have started with Arabic and continued with Roman numerals. Some examples are: 5 Marilyn Salzman-Webb. "Feminist Studies: Frill or Necessity"; 8 Sarah Slavin Schramm. "Do it Yourself: Women Studies"; V Proceedings of the Conference of "Women and Education : A Feminist Perspective"; VI "Closer to the Ground: Women's Classes, Criticism and Programs - 1972." For later issues see under "Guides to the Field".

"Contributions" is a brand-new series, but the first two volumes promise scholarly, well-researched books on topics relating to woman's aspects of life. No. 1 J.A. Baer. "The Chains of Protection: the Judicial Response to Women's Labor Legislation"; no. 2 is called "Women's Studies" and is described under "Textbooks".

The last entry brings aspects of teaching and research from disparate disciplines together. E.g. vol. 1 (3) Nan Bauer Maglin. "Journal of a Women's Course". The special May 1978 issue contains: Women's Studies in Process; Culture versus Economics; American Needlework in Transition; Family and Class in Contemporary America.

SOURCES OF NON-PRINT MATERIALS

Women's Studies Friday Seminar.

[Soundrecording] Cassettes.

Recorded at the Industrial and Labor Relations Conference Center, Ithaca, New York, 1976.

Besides private film makers and government sponsored projects, which can be investigated with help of bibliographies for audio-visual material, I came across the

unique item listed above. I can imagine that other talks and discussions were taped at other conferences, seminars, etc.

REVIEWING MEDIA

The "New York Times" reports quite profusely on developments, controversies, speeches, conferences, surveys, book reviews and personalities in Women's Studies. The trick is to check the index under Colleges and Universities - U. S. - Women's Education and Institutions. Although I did not have the opportunity to consult "Info-Bank", I can well imagine it to be a useful tool as it covers seventy national and international newspapers from 1972 on.

DATA BASES

ERIC (Educational Resources Information Center).

Sexism in Education Conference, 1975, Software Commission.

Recommended Non-stereotyped Software Education Materials.

Available from: Arlene Metha, Arizona State University, Tempe, Arizona 85821.

Block, Margaret L.

User's Guide: Women's Educational Equity Communications Network.

Washington, D.C.: Dept. of Health, Education and Welfare, Office of Education, 1978.

ERIC is a network of clearing houses that collects educational documents and elusive material, and catalogs, indexes and abstracts them. The abstracts are published in "Resources in Education" (RIE). The companion journal is "Current Index to Journals in Education" (CIJE), which indexes articles appearing in a variety of journals. The combined data base can be searched on line.

"Non-stereotyped Software" is a guide to data bases, while Block deals with the strategies and mechanics of on-line literature searches. Block includes an annotated bibliography of all data bases that deal with women's educational equity. I refer also to "Resources in Women's Educational Equity: Abstracts and Citations for the Year", which draws heavily on computer-based services. "Women Studies Abstracts" is also in the process of going on-line.

CLEARING HOUSES

ERIC

For addresses of the individual clearing houses see promotional material available in any library that subscribes to its journals and/or data base.

Clearinghouse on Women's Studies

Box 334

Old Westbury, N.Y. 11568 tel.: 516 997 7660

International Institute of Women's Studies

1346 Connecticut Ave NW

Washington, D.C.: 20036 tel: 202 833 2636

ERIC's individual clearing houses are directed to collect in precisely defined areas, e.g. higher education, management, teacher education, etc. Women's Studies is an aspect of each one. The full text of the abstracts is available on microfiche in libraries which subscribe to this service, and on microfilm or copy to individuals. The "Clearinghouse on Women's Studies" is a function of the Feminist Press to help people find information on non-sexist education and Women's Studies at every level. It also provides for inservice courses, workshops and speakers. The "International Institute of Women's Studies" sponsors research on, and serves as a clearing house for, scientific information on the nature of women and their position

in society. It publishes the "Journal of the International Institute of Women's Studies", "Chitra", and a newsletter and has a research library. The "Resource Center on Sexroles in Education" (see "Societies") also maintains a clearing house.

SOURCES OF UNPUBLISHED INFORMATION

The many women studies groups throughout the United States, especially at colleges and universities, publish numerous newsletters with a wealth of information of local, regional and national concern. They contain news of courses, conferences, fellowships, grants, research and women. The ones cited here are only representative for them all. The "International Canadian Newsletter of Research on Women" (Dept. of Sociology of Education, Ontario Institute for Studies in Education, 252 Bloor Street W, Toronto, Ontario) is reputed to be one of the best for research projects; the "Sojourner" comes from the Office of Women's Studies at Ohio State University; the National Women's Studies Association and The Greater Philadelphia Women's Studies Consortium publish newsletters. Any of the private associations and the government agencies listed under "Societies" can be consulted for unpublished information.

III Books

Howe, Florence, ed.
Women and the Power to Change.
Carnegie Commission on Higher Education - Sponsored Research Studies.
New York, N.Y.: McGraw- Hill, 1975.

Abramson, Joan.
The Invisible Woman.
San Francisco, London: Jossey-Bass Publishers, 1975.

Stiehm, Judith, ed.
The Frontiers of Knowledge.
Los Angeles: Univ. of Southern California Press, 1970.

Richardson, Betty.
Sexism in Higher Education.
New York, N.Y.: Seabury Press, 1974.

Roberts, Joan I.
Beyond Intellectual Sexism: A New Woman, A New Reality.
New York, N.Y.: David McKay, 1976.

Each of the books is thought-provoking and could very well be on the textbook shelf. Here are biographies of role models who have pursued knowledge beyond the present frontiers and who also have clear ideas as to necessary changes toward full equality in education.

In "Women and the Power to Change" four women develop a vision of institutional and social reforms based on their struggles to succeed as professionals. They conclude that women should concentrate on building strong and effective leadership in areas of numerical dominance. Abramson's is a feminist's experience in a university, which leads her to outline necessary steps for university administrations to comply with anti-discrimination laws. Judith Stiehm records the intellectual growth of six women who pioneered in new areas of knowledge. Richardson explores the attitude of educators and the handicaps of women conditioned by stereotyping and preconceptions as to proper behavior. A collection of essays, "Beyond Intellectural Sexism" elaborates on the process of collective action and of questioning old paradigms.

IV Journals

Signs: Journal of Women in Culture, vol. 1-
Chicago, Ill.: University of Chicago Press, 1975-
(quarterly) (abstracted in: Women Studies Abstracts)

Feminist Studies, vol. 1-

College Park, MD.: University of Maryland Feminist Studies, 1972- (3 times a year) (abstracted in: Women Studies Abstracts and Philosopher's Index)

Frontiers: A Journal of Women Studies, vol. 1-

Boulder: University of Colorado Women Studies Program, 1975- (annual) (abstracted in: Women Studies Abstracts)

Women's Studies: An Interdisciplinary Journal, vol. 1-

New York, N.Y.: Gordon and Breach, 1972- (semiannual) (abstracted in: Women Studies Abstracts)

Hecate: A Women's Interdisciplinary Journal, vol. 1-

St. Lucia [Australia] : Internat. Women's Year Nat. Advisory Council; University of Queens; et al., 1975- (abstracted in: Women Studies Abstracts)

Women's Studies writers do not have to rely on the journals of the individual disciplines alone. The results of research, teaching methods and related concerns can be published in the growing number of periodicals solely addressed to Women's Studies. Directed toward the educated lay reader, all but one hail from university campuses. I could have cited more, but restricted the citations to those actually seen.

One of the best journals is "Signs", which is devoted to the new scholarship about women from an interdisciplinary point of view, exploring contrasting ideas and different methodologies. Besides articles and review essays in all disciplines and professions, "Signs" features book reviews, archives, containing pre-1950 feminist material, and an occasional discussion of audio-visual teaching material. "Feminist Studies" was founded to encourage analytic responses to feminist issues and to open new areas of research, criticism and speculation. Its inclusion in the Philosopher's Index is indicative of the quality of its articles. "Frontiers" carries scholarly articles on research. The proof that Women's

Studies has spread to other countries are the last two periodicals quoted. "Women's Studies" is similar to "Signs", adding poetry, fiction and films by women to its content. "Hecate" views itself as a base to commitment and action and has good articles covering research and literature alike.

V Articles

Sicherman, Barbara.
"The Invisible Woman: The Case for Women's Studies."
In Women in Higher Education, ed. by W. Todd Furniss and Patricia Albjerg Graham, pp. 155-177. Washington, D.C.: American Council on Education, 1973.

Blumhagen, Kathleen O'Connor and Walter D. Johnson, eds.
"Women's Studies. Awakening Academe."
Social Science Journal, vol. 14, no. 2, April 1977, pp. 1-116.

Stimpson, Catharine R.
"The New Feminism and Women's Studies."
Change, vol. 5, Sept. 1973, pp. 43-48.

Howe, Florence
"Control of Curriculum Standards."
Women's Studies Newsletter, vol. 5, Summer 1977, pp. 4-10.

In an excellent article Sicherman develops a rationale and goal for Women's Studies and furthermore considers the implications from changes in basic attitudes of individuals to differing power structures in a community. "Women's Studies" is a collection of thoughtful essays exploring the history of ideas in regard to woman, her intellectual development, and theory and praxis of present

higher education. Ms. Stimpson's is a more concise overview, considering practical questions of application, while Ms. Howe concentrates on quality in study and teaching.

VI Publishers

Publishers of Women's Studies cover the whole range from the private to the commercial to the government sector. There are several reasons for this. One is that the subject cuts across all disciplines of the social sciences and the humanities and articles have appeared in all of the professional journals. Another cause is that Women's Studies have focussed most heavily on the undergraduate and graduate level and are of particular interest to the researcher. The results can be found in periodicals of the individual disciplines, as publications of University Presses or as dissertations, most likely on microfilm. A further explanation might be found in the fact that the education profession has not embraced the concept wholeheartedly. It does publish articles and sponsors reports, but left a large enough gap for the feminist presses. Government support has been good, therefore government publications flourish. One can distinguish four types of publishers.

1. The feminist presses have a mission to design educational and technical materials so that they can reach the greatest number of people in need of useful information and tools. Foremost among these is the "Feminist Press" (Box 334, Old Westbury, N.Y. 11568). It was founded in 1970 with the aim to restore the literary heritage of women to the classroom and to create bias-free literature for children. The Press' endeavor goes beyond the traditional printing of new books or classics.

A field testing network for books in the forthcoming "Women's Lives/Women's Work" series has been set up to revise books on the basis of teachers' and students' reactions. The Press also acts as a clearing house (see there). There are other, smaller enterprises. I mention only the "Rush Publishing Company" (Rush, N.Y. 14543) because it brings together in "Women Studies Abstracts" material scattered in a great variety of publications. To mention are also the private associations, listed under "Societies, as well as the Women's Centers and Women's Studies Programs, many of which publish on their own: e.g. the University of Michigan Women's Studies Program, which publishes "University of Michigan Papers in Women's Studies", and Barnard College Women's Center, which is responsible for "Women's Work and Women's Studies".

2. The University presses have a good record of either sponsoring Women's Studies journals (the University of Chicago Press issues "Signs") or printing individual research in the disciplines, as, for example, the Stanford University Press does.

3. The government publishes profusely. Activities in Congress, particularly hearings, are valuable source documents and available as Committee prints. Departments and agencies are concerned with statistical data, comparative and evaluative studies, the implementation of laws and the distribution of funds. Most documents regarding these topics are published by the Dept. of Health, Education and Welfare's Education Division or Office of Education and/or by any of the agencies listed under "Societies".

4. Commercial publishers figure mainly as publishers of educational material, which also includes Women's Studies' sections. There is not one publisher in this category who can be compared favorably with any implied in the

previously named publishing groups. The most one can say for them is that they will print foundation sponsored research (e.g. McGraw-Hill) or ride the wave of feminism (e.g. David McKay).

Source Notes

1
Viktoria Schuck, "Sexism and Scholarship: A Brief Overview of Women, Academia and the Disciplines," Social Science Quarterly 55 (1974): 563-85.

2
Word definitions are taken from: C. Terry Page, J.B. Thomas and A.R. Marshall, International Dictionary of Education (London: Kogan Page; New York: Nichols Publ. Co., 1977). More in-depth treatment of the terms is provided in: George A. Theodorson and Achilles G. Theodorson, Modern Dictionary of Sociology (New York: Crowell, 1969).
Feminism: a) the theory of the policital, economical and social equality of the sexes; b) organized activity on behalf of women's rights and interests; specifically in the 19. and 20. century a movement seeking to remove restrictions that discriminate against women.

3
Florence Howe, ed., Women and the Power to Change, Essays sponsored by the Carnegie Commission on Higher Education (New York: McGraw-Hill, 1975), p. 2.

4
United States. Statutes at Large ..., vol. 86 (Washington, D.C.: Government Printing Office, 1973), p. 373. (Public Law 92-318)

5
United States Code, vol. 5 (Washington, D.C.: Government Printing Office, 1977), p. 159. (Public Law 93-380) The law spells out what it will finance. Among other things: A) the development, evaluation and dissemination by the applicant of curricula, textbooks and other educational materials relating to educational equity; B) preservice and inservice training for educational personnell; C) research, development and educational activities designed to advance educational equity.

6
Stereotype: a fixed set of greatly oversimplified attitudes or beliefs held generally by members of a group; stereotypes may be widely shared and our judgement of any particular individual in a group is influenced by our stereotypes of the group to which she/he belongs.

Socialization: the process of learning roles and expected behavior in relation to one's family and society and developing satisfactory relationships with other people.

7
The last two points are made by Catharine R. Stimpson in: What Matter Mind: a Theory About the Practice of Women's Studies (ERIC), 1972 ED 068078

8
Anna-Marie Thanes, Women's Studies in Three Institutions of Higher Education in California (Ph.D. diss., University of California, Los Angeles, 1975), (Ann Arbor, Mich.: Xerox Univ. Microfilms, 75-27009).

9
Howe, Women and the Power to Change, p. 10-11.

10
California Women in Higher Education Newsletter 2 (March 1, 1976): 4.

11
Kathleen O'Connor Blumhagen and Walter D. Johnson, "Introduction" to Women's Studies: Awakening Academe, Social Science Journal 14, no. 2 (1977): 1-4.

12
Ellen Boneparth, "Evaluating Women's Studies: Academic Theory and Practice," Social Science Journal 14, no. 2 (1977): 26.

13
Sarah Slavin Schramm, "Women's Studies: Its Focus, Idea Power, and Promise," Social Science Journal 14, no. 2 (1977): 5-13.

14
Joan I. Roberts, ed. Beyond Intellectual Sexism: A New Woman, a New Reality (New York: David McKay, 1976), p. 9.

15
Role model: A person used as a standard by another in his/her role(s).

16
Sarah Hoagland, "On the Reeducation of Sophie," Social Science Journal 14, no. 2 (1977): 22.

17
Boneparth, "Evaluating Women's Studies," p. 29.